

## ABSTRAK

Penelitian tindakan kelas dilaksanakan berdasarkan hasil observasi di kelas X Keramik SMKN 14 Bandung pada pembelajaran menulis teks negosiasi. Masalah yang ditemukan adalah kesulitan siswa mengungkapkan gagasan untuk menulis teks negosiasi dan siswa merasa pembelajaran menulis sulit juga membosankan. Model *problem based learning* dan media video dipilih karena negosiasi berasal dari masalah yang kontekstual dengan siswa, sedangkan media video membantu siswa dalam memahami materi dan memunculkan ide menulis teks negosiasi. Penelitian dilakukan dalam dua siklus dengan empat tahapan; perencanaan, pelaksanaan, pengamatan dan refleksi. Penilaian baik dari observer maupun siswa untuk pembelajaran menggunakan model *problem based learning* meningkat dari siklus 1 ke siklus 2. Model *problem based learning* berbantuan media video berhasil meningkatkan kemampuan menulis teks negosiasi siswa yang dinilai berdasarkan beberapa aspek. Pada siklus 1 nilai siswa pada rentang 57-77, 5 siswa termasuk kategori nilai B (Baik), 16 siswa termasuk kategori C (Cukup), dan 1 siswa termasuk kategori D (Kurang). Sedangkan pada siklus 2 nilai meningkat dengan rentang 78-90, 11 siswa yang termasuk kategori nilai A (Sangat Baik) dan 11 siswa termasuk kategori B (Baik).

Kata kunci: menulis, teks negosiasi, model *problem based learning*, media video.

## ABSTRACT

Classroom action research based on observations in class X Keramik SMKN 14 Bandung of learning writing negotiation text. Problems found are students' difficulties expressing ideas for writing negotiation texts and students feels writing is difficult also tedious. Problem-based learning and video-media models were chosen because negotiations stem from contextual problems with students, while video media helps students understand the material and elicits the idea of writing negotiated texts. The study was conducted in two cycles with four stages; planning, execution, observation and reflection. Assessment of both observer and student for learning using problem based learning model increased from cycle 1 to cycle 2. Problem-based learning model assisted by video media succeeded in improving students' writing text writing skills assessed based on several aspects. In the 1st cycle of student scores in the range 57-77, 5 students that included B (Good) category, 16 students included C (Simply) category, and D (Less). While in cycle 2 the value increases with the range 78-90, 11 students included A (Very Good) category, and 11 students included B (Good) category.

Keywords: writing, negotiation text, problem based learning model, video.